



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Fort Stockton ISD** CDN **186902** Vendor ID **1746000864** ESC **18** DUNS **083304832**

Address **101 W. Division** City **Fort Stockton** ZIP **79735** Phone **432.336.4000**

Primary Contact **Ralph Traynham** Email **ralph.traynham@fsisd.net** Phone **432.336.4000**

Secondary Contact **Maria Gomez** Email **maria.gomez@fsisd.net** Phone **432.336.4000**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Ralph Traynham** Title **Superintendent**

Email **ralph.traynham@fsisd.net** Phone **432.336.4000**

Signature **Ralph Traynham** Date **10/30/2018**

Grant Writer Name **Susan Forthman** Signature **Susan Forthman** Date **10/30/2018**

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Need for certified, quality candidates for campus administrative positions. Our remote/rural location makes it difficult to attract qualified and certified candidates.	By recruiting principal residents from within our district, we can ensure that they are high quality candidates and will support them in achieving certification. Since our candidates already make their homes and careers in our community, they do not have to make the decision to move to a rural/remote community.
Need for administrators who will remain in Fort Stockton ISD. Since the workforce in Fort Stockton mirrors the oil and gas industry highs and lows, staff move in and out when family is transferred.	By preparing future Presidio ISD principals from our pool of current teacher leaders, we will create a pipeline to fill current and future positions with candidates who already exhibit the characteristics of a successful campus instructional leader.
Need for in-district candidates to access a high quality program given our remote location. It is not possible for someone living in our town to commute for classes.	Our IHE partner will provide online classes to make them accessible and will provide on-site field supervisors.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2020-2021 school year, 1 current Fort Stockton ISD staff member will have completed a master's degree in educational leadership and be fully certified as a principal.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Fort Stockton ISD will have an articulated MOU with an EPP at an IHE for participants to complete a master's degree in educational leadership and certification as a principal.

Fort Stockton ISD will have finalized recruitment of candidates who exemplify established criteria and entered into an MOU with a candidate who commits to complete his/her degree and certification within the grant period and remain in Fort Stockton ISD for a minimum of 4-years. Support provided for candidates from the district and the IHE will be specifically articulated.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1 principal candidate in Fort Stockton ISD will enroll in the IHE providing a master's degree in educational leadership and a State Board of Education Principal Certification.

A high performing mentors who excels in supporting his/her colleagues will be selected for the principal candidate. Dedicated time for the mentor and candidate to meet and conduct planning/observations will be scheduled.

The IHE professors, field supervisor, mentors and principal will have begun planning/collaborating to ensure authentic field experiences are planned, curriculum is tailored to participant and district needs, and all support systems are in place.

Third-Quarter Benchmark

1 teacher candidate from Fort Stockton ISD will have begun their coursework and field experience to earn their masters certification with defined support from the district, the IHE, the mentor teacher, and administration.

Evaluation efforts will be in place to consistently monitor participant and program success and adjust the program/participant supports as needed.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Superintendent will serve as the project director for the Fort Stockton ISD Principal Grant and ensure that systems are in place to provide just-in-time adjustments to the program and the participant supports as the evaluation data suggests in order to ensure success. The Superintendent will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with the principals. The Assistant Superintendent will also serve as the liaison with the IHE. The principal will meet with the IHE quarterly to review progress and program effectiveness. The IHE contact will submit data regarding participant progress quarterly.

Evaluation data will support sustainability by informing program implementation and effectiveness in order for us to develop a program that can be supported long term by the IHE and the district, providing a long-term pipeline of principal candidates. Fort Stockton, in partnership with another local district who is partnering with the same IHE, will serve as a model for other local districts who will funnel candidates into the program in future years, thereby sustaining the program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- ☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- ☒ The applicant assures that residents do not have significant classroom responsibilities.
- ☒ The applicant assures that residents do not hold a principal certification in the state of Texas.
- ☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- ☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.
- ☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- ☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- ☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.
- ☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Through our needs assessment conducted for this project, Fort Stockton ISD has identified specific needs in the district and is targeting our recruitment efforts toward meeting those needs. The current and future candidates will be selected based on the following criteria:

- Currently an instructional leader although they do not have the official title.
- Positive evaluation ratings.
- Demonstrated evidence of a commitment to continuous improvement through professional development and colleague/supervisor observation and feedback.
- Successful participation in school activities and teacher leadership opportunities.
- Demonstrated willingness and ability to collaborate with and coach colleagues.
- Strong relationships with colleagues, supervisors, students, parents, and staff.
- Commitment to complete the master's program and certification within the time allotted by the grant.
- demographics representative of the student population.
- Strong analytical and problem-solving ability.
- Commitment to the district's vision, mission, and goals.
- Exhibits strong ethics and a growth mindset.

Following initial recruitment, candidates were screened based on the published criteria and individual interviews are scheduled for those who rose to the top of the pool. The superintendent, along with key members of his staff, will determine through interviews and recommendations the candidate who best exemplifies the criteria and meet the needs of the district. Additional candidates will be coached in order to qualify for future rounds of the program.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The year-long, full-time residency for the Principal Preparation Grant participants will be planned, coordinated, and executed through a collaboration among the Fort Stockton ISD Superintendent, principal, the IHE/EPP, the resident, and his/her mentor. The Educational Leadership Program at our proposed partner IHE is designed to heavily emphasize instructional leadership, data, collaborative teams, campus improvement, and the change process. Candidates will complete the Performance Assessment for School Leaders (PASL) tasks (and 9 Pillar Assignments) throughout three Practicums that coincide with their residency. PASL Task 1 requires students to complete at least one targeted improvement project and complete all 4 steps of the improvement cycle: data analysis, root cause analysis, plan for the solution and provide professional development on the solution selected; and implement and monitor the solution. In Practicum I candidates complete Steps 1 and 2 of the Change Cycle-Data Analysis, identification of targeted problem and root cause analysis with their campus Data Team; in Practicum II candidates complete Step 3 of the Change Cycle-Plan with their campus Data Team; and in Practicum III candidates complete Step 4 of the Change Cycle-Implementation and Monitoring with their campus Data Team. Each Practicum is paired with two content courses. In addition to the three practicum courses and two content courses, two action research courses and two instructional leadership courses support this effort. The district mentorship and the true cohort model at the IHE with a 1:10 professor to student ratio to provide individualized coaching will support residents throughout this process.

In addition to this year-long project as full-time principal residents, the participants will actively participate in all administrative day-to-day responsibilities supported by coaching not only by their mentor, but by the entire Fort Stockton ISD administrative team. Participants will begin by shadowing campus administrators, then begin taking on the responsibilities with one-on-one support, and will then independently practice both routine and as-needed tasks with feedback and coaching. Dedicated time for reflection, planning for continuous improvement, and feedback will be a continuous loop throughout the process.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

The cornerstone of the Data-Driven instruction systems at Fort Stockton ISD are our Success Rooms. Each campus has a success room in which student data is displayed visually on the walls, tracking the progress of grade levels, disaggregated groups, teachers, and individual students in meeting state standards. Following the administration and scoring of each common assessment, teachers meet with administrators in the Success Room to update data, analyze the data, and create immediate-turnaround action plans. Data analysis includes overall trends in addition to teacher-specific and student-specific intervention plans.

PLCs are held in the success room to monitor and adjust data continually in response to student performance, creating a loop of assess, examine student work, identify trends and outliers, plan and practice with feedback - then assess again. All decisions are rooted in student performance.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Our observation and feedback systems have been developed based on John Wink's "A Leaders Guide to Excellence in Every Classroom". Mr. Wink provides ongoing training for district leaders to continually refine these processes. Instructional leaders use a common walkthrough instrument to conduct weekly observations of teachers in addition to specific monitoring tools based on the high-leverage action plans designed through PLCs and individual coaching plans. They observe teachers weekly, gather data, and deliver measurable and observable feedback. Administrators analyze the data from these walkthroughs to determine overall trends and individual teacher needs. They then meet with teachers to enable them to reflect on their performance, provide feedback, and collaborate to create action plans for improvement. Administrators then assist teachers to implement those action plans through strategies that might include professional development, opportunities to observe expert teachers in areas where teachers need to grow, opportunities to practice new, enhanced skills with feedback, or other agreed-upon supports.

A critical function of the administrator in the observation and feedback system is to monitor implementation of all action plans consistently and create a continuous feedback loop so that just-in-time interventions can be provided as needed.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Request for Grant FundsNumber of principal residents participating in the 2019-2020 Principal Preparation Grant Program Matched amount (number of principal residents participating in program x \$15,000)

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Salary for full time principal residents	<input type="text" value="62,000"/>
Stipends for mentor principals	<input type="text" value="1,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Required training for certification at ESCs	<input type="text" value="1,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Supplies and materials for residency and coursework	<input type="text" value="1,000"/>
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OTHER OPERATING COSTS (6400)


Travel for PD, meetings, and collaboration	<input type="text" value="1,000"/>
Fees	<input type="text" value="260"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs Indirect Costs TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...</i>		<div> <div>4 - Exemplary</div> <div>3 - Fully Developed</div> <div>2 - Developing</div> <div>1 - Not Started</div> </div>
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	4	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	4	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	3	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	3	

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	4	
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	4	
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	4	
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	4	
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	3	
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	3	
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	3	
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	4	
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	3	
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	3	